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ABSTRACT

This study, a sequel to the 1989-93 Louisiana enrollment status report, compares 1993-94 and prior-year student enrollment in programs that are not traditional for their gender. It identifies the practices, barriers, and achievements of special groups in the area of sex equity and summarizes the state's observed achievements toward sex equity. Statistical data for the study were derived from the Louisiana Vocational Education Data System, project reports, and student intake forms collected by schools. Some of the conclusions are as follows: (1) progress has continued to be made toward sex equity, especially in preparing men for occupations traditionally dominated by females; (2) rates of students in vocational programs not traditional for their gender increased by approximately 3 percent over the previous academic years, with males in business and health programs continuing to comprise more than 80 percent of nontraditional enrollment; (3) institutions continued to use diverse strategies in recruitment, retention, and placement of students; (4) the state continued to award numerous competitive grants to institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women; (5) project descriptions showed increases compared to previous years in the use of comprehensive approaches for students' access to and matriculation in programs and job placement; (6) projects showed increases in tracking of students upon their leaving, but this area continues to be a weak aspect of programs; (7) about half of those with outcome data were completers of their programs and about one-third were completers with standard-or-above positions in their fields; and (8) projects for state leadership and evaluation implemented numerous activities and produced materials to promote gender equity, such as workshops, a state conference, literature, a newsletter, videotapes; and conducted research to monitor the state's progress toward gender equity. (KC)

Louisiana Achievements for Gender Equity in Vocational Education

ED 398 416

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Executive Summary: 1993-94

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Louisiana Achievements for Sex Equity in Vocational Education

1993-94 Report

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LOUISIANA'S ACHIEVEMENTS FOR GENDER EQUITY IN VOCATIONAL EDUCATION

1993-94

Prepared

by

Margaret Hargroder
The University of Southwestern Louisiana

FOREWORD

The Statement of Purpose of the Carl D. Perkins Act of 1990, Public Law 101-392 reads as follows: "It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society."

My inference is that the Law is all inclusive and that there are segments of the society that may have been, to some degree, excluded. The 1990 Amendments to the Act contain provisions for inclusion of special populations with equal access to a full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study in cooperative education, apprenticeship programs and comprehensive guidance and counseling. Included among the special populations are individuals participating in programs to eliminate sex bias and stereotyping.

Although there are special reserves for sex equity, educational systems need to be aware of the fact that the elimination of sex bias and sex stereotyping may be accomplished with little or no funds by: (1) including fairness on the basis of origin, race, age, gender, and disabilities, in your school's policies; (2) informing students that all programs in the system are available to all students desiring to enroll; (3) recruiting students for high-technology-high-wage programs; (4) providing opportunities for these students to participate in tech prep programs, and (5) scheduling students regardless of gender into programs non-traditional to their gender.

Finally, an understanding by all eligible recipients that if our country is to be more competitive in the world economy, indeed, it will take all segments of the population, but they must be prepared to become well-trained, productive citizens in our society.

This status report, prepared by Dr. Hargroder, can very well be a barometer for social and economic change in Louisiana vocational education.

Dr. Mary Charles
Gender Equity Administrator
Office of Vocational Education

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INTRODUCTION

Progress toward sex equity in vocational education is a special national and state goal (U. S. Congress, 1991; Office of Vocational Education, 1991). Recipients of funds through the Carl D. Perkins Applied Vocational and Technology Education Act Amendments (Perkins Act) aim toward this goal through various institutional practices and special projects.

This study, as a sequel to the 1989-93 enrollment status reports, aims to:

- compare 1993-94 and prior-year student enrollment in programs that are not traditional for their gender.
- identify the practices, barriers, and achievements of special groups in the area of sex equity:
    - secondary and postsecondary institutions named by the Louisiana State Department of Education, Office of Vocational Education, as recipients of funds through the state,
    - state projects funded through Section 222 of the Perkins Act, namely projects to eliminate sex bias, and
    - state projects funded through Section 221 of the Perkins Act, namely projects for single parents, displaced homemakers, and single-pregnant women.
    - describe the students who are direct recipients of Section 221 and/or 222 project services.
- Summarize the states's observed achievements toward sex equity.

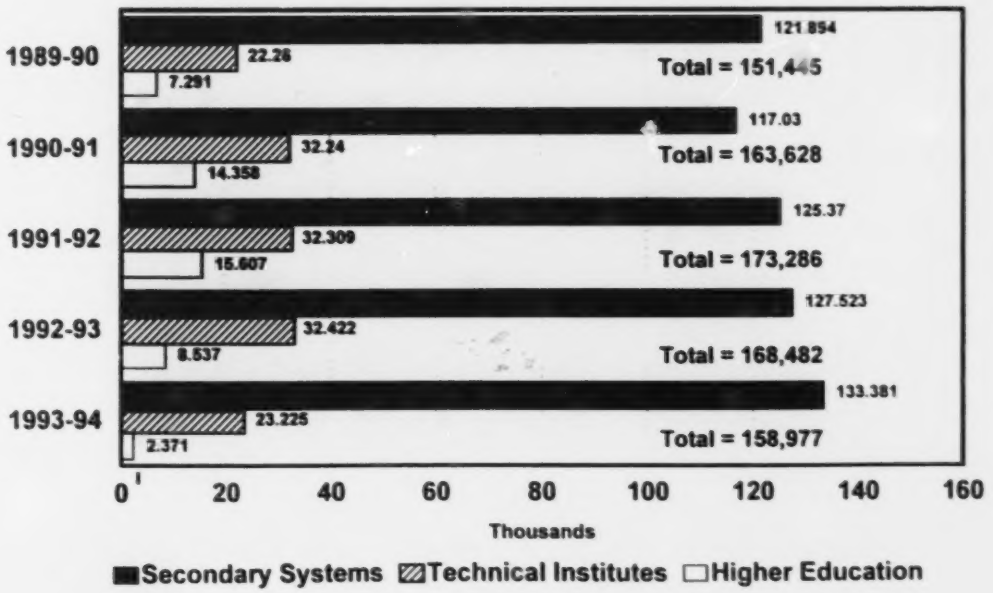
Statistical data are derived from several sources. Vocational enrollment statistics are based on the Vocational Education Data System (VEDS) collected by the Louisiana Office of Vocational Education. Institutional project achievements summarize data collected through survey of projects by the author of this report. Student data are derived from student intake forms collected by institutions and submitted to the author.

VOCATIONAL ENROLLMENT

TOTAL ENROLLMENT: 1989-94

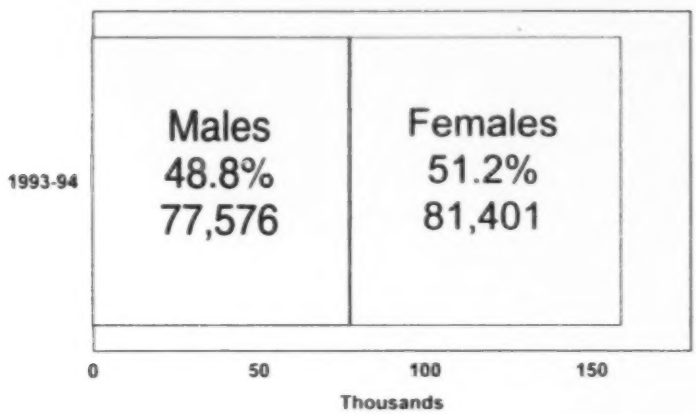
[Vocational education refers to organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Total Enrollment indicates the total number of students enrolled in vocational education in public secondary systems, technical institutes, and higher education institutions. This is an unduplicated count, reporting an individual in only one program regardless of the number of programs (or courses) of enrollment. If multiple programs are recorded for a student, only the most recent enrollment is counted.]

- Schools reported 158,977 students as enrolled in state vocational education programs during the 1993-94 academic year.
- This total showed a decline of 9,505 students (5.6%) from 1992-93 enrollment; however, it exceeded the five year average of total enrollment by approximately 5,000 students, respectively.
- Fluctuations in enrollment are also apparent among the institutional settings.
- Five out of six students (83.9%) of all vocational students were enrolled in secondary systems.
- Technical institutes enrolled 14.6% and higher education, 1.5% of total vocational enrollment for 1993-94.
- Compared to the previous year, the greatest changes were in higher education (a 72.2% decrease), followed by technical institutes (28.4% decrease) and secondary systems (4.6% increase).



ENROLLMENT BY GENDER

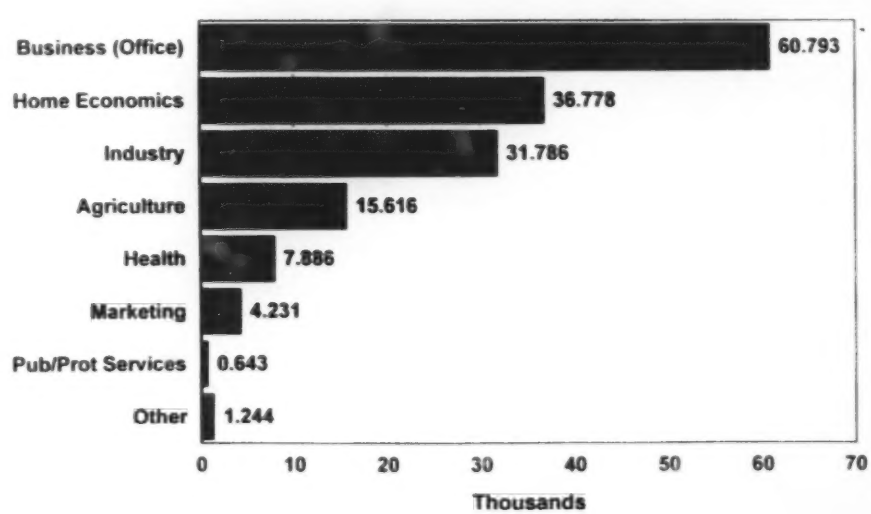
- Females were over half (51.2%) of total enrollment in 1993-94.
- Female rates of total enrollment have fluctuated slightly since 1990: 52.2%, 52.8%, 51.3%, to the present 51.2%.



ENROLLMENT BY PROGRAM

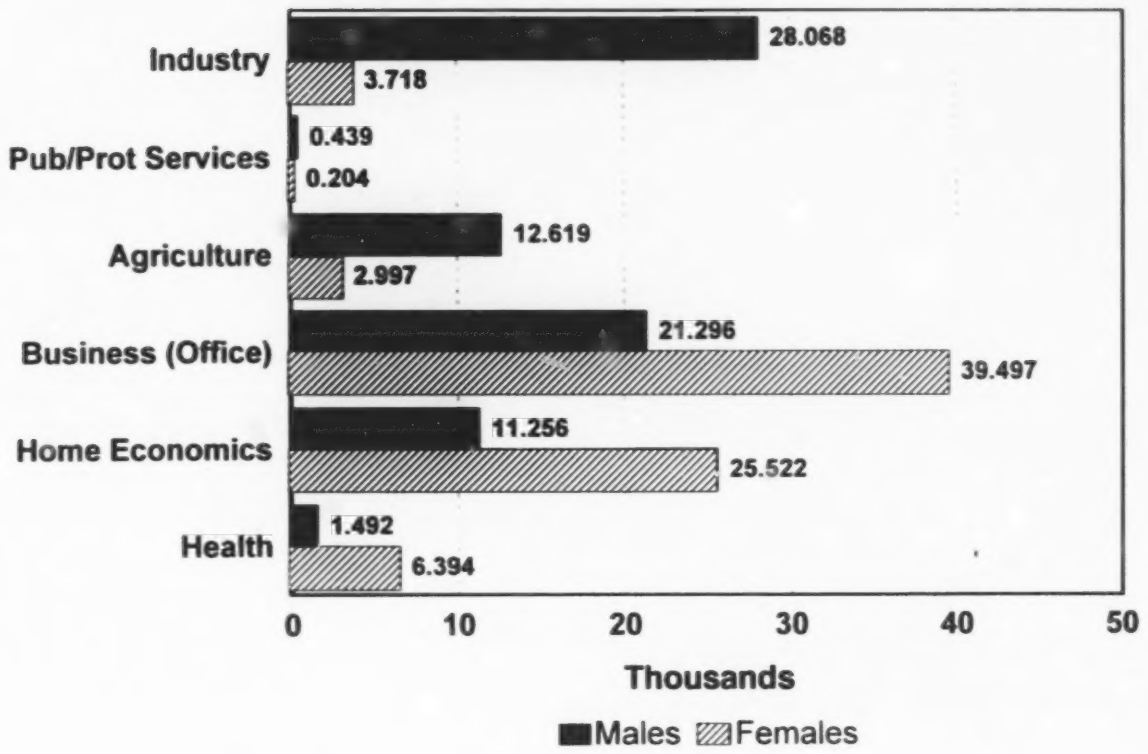
[Programs are classified by Classification of Program (CIP) Codes, a nationally recognized coding system for vocational courses. In this context, programs are clustered according to occupational fields. Shown here are only those fields that are generally recognized as gender dominated (having over 75% of one gender). Components of each cluster are listed in the enrollment summary shown on page 8.]

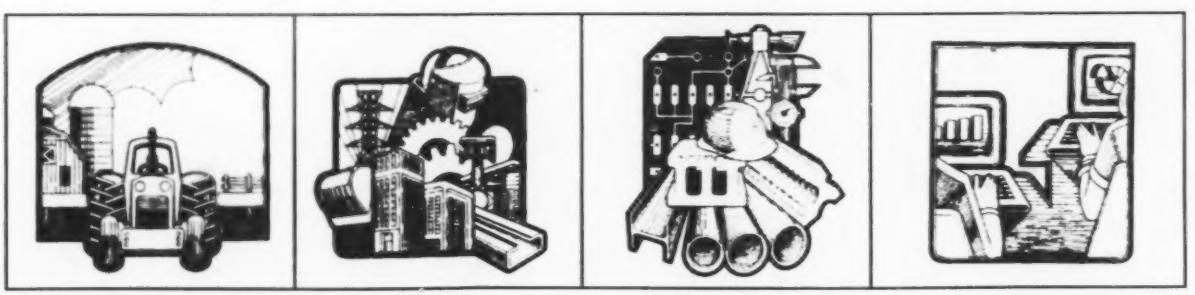
- Three program areas (business, home economics, and industry) comprised over three-fourths (81.4%) of total vocational enrollments in 1993-94.



PROGRAM ENROLLMENT BY GENDER

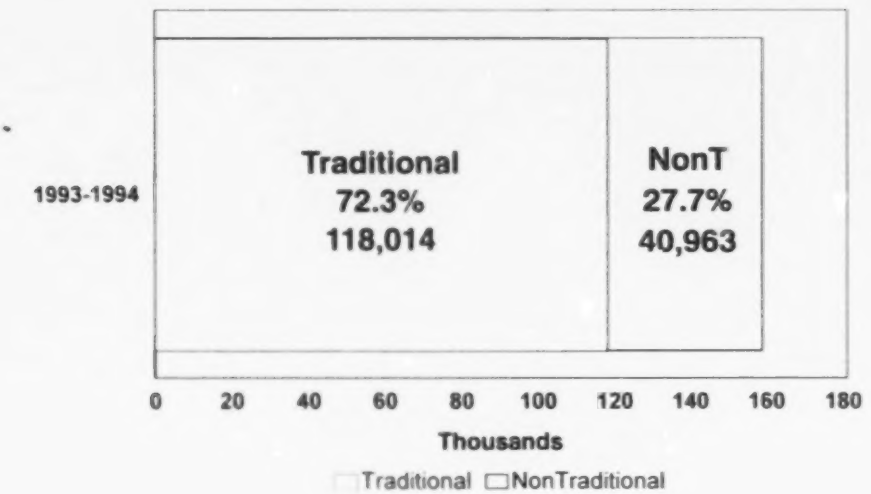
- Disproportionate gender enrollment occurred in each program area.
- Males were concentrated in the area of industry and business; females were concentrated in business and home economics. Enrollment in programs were as shown here.





NON-TRADITIONAL ENROLLMENTS

(Non-Traditional, in this context, refers to students who are in programs that are not traditional for their gender. This applies to males in business, home economics, and health areas and to females in agriculture, industry, and public/protective services.)



- Over one-fourth (27.7%) of total 1993-94 vocational enrollments were nontraditional.
- Males were five out of six nontraditional enrollments.

Males	83.1%
Females	16.9%

- Additionally most were males in business (office) and home economics.

Business (office)	52.0%
Home Economics	27.5%
Industry	9.1%
Agriculture	7.3%
Health	3.6%
Public/Prot Services	.5%

Males in business were a majority of nontraditional enrollments in secondary systems and technical institutes. Males in health were most of higher education nontraditional enrollments.

Secondary Systems

Total NonTraditional -37,402

	% in each Program
Business(Office)	55.7%
Home Economics	29.1%
Agriculture	7.8%
Industry	7.4%

Technical Institutes

Total NonTraditional - 2,860

	% in each Program
Industry	32.0%
Health	25.9%
Business (Office)	21.5%
Home Economics	16.9%
Agriculture	3.7%

Higher Education

Total NonTraditional - 701

	% in each Program
Health	53.1%
Pub/Prot Service	29.1%
Business (Office)	10.0%
Industry	7.8%

CHANGES IN NONTRADITIONAL ENROLLMENTS: 1989-94

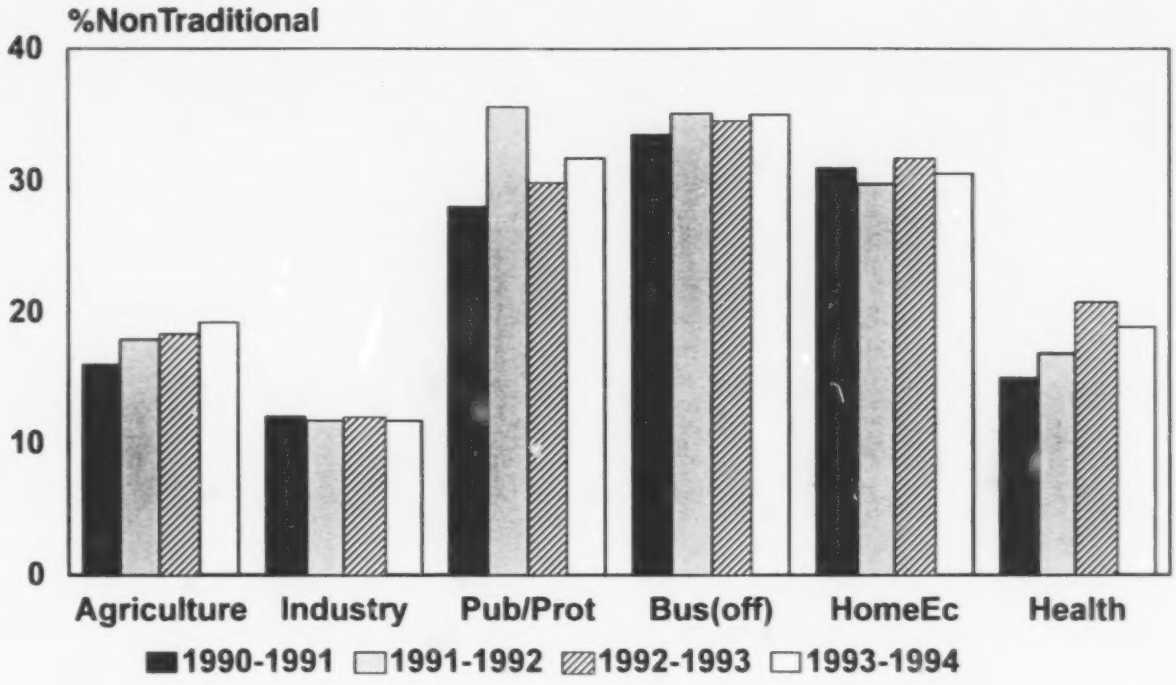
• Over the four year period, nontraditional enrollment rates have increased. However, actual numbers fluctuate with total enrollment.

1990-91	39,926	24.4%
1991-92	42,601	24.6%
1992-93	42,775	25.4%
1993-94	40,963	27.7%

• Industry continues to have the lowest percentage of nontraditional enrollments.

• Agriculture is the only field showing continued increase in percentage of nontraditional enrollments.

• Other fields show slight fluctuations in percentage of nontraditional enrollments.



FEMALES IN INDUSTRY

(National and state goals for vocational education include the increased participation of under-represented groups in higher level skills for increased national productivity. It is generally recognized that females are under-represented in industry. This general interest, coupled with the state's lower vocational enrollment in industry, motivates a closer examination of females in technology, particularly in the subcategories that comprise this area.)

ACTUAL ENROLLMENT

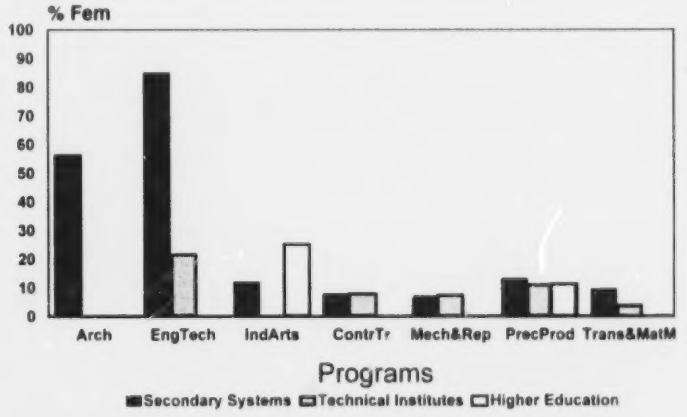
In 1993-94, there were 3,718 females enrolled in industry programs, categorized and compared as follows:

	1991-92	1992-93	1993-94
Industrial Arts	1400	2069	1855
Precision Production	683	670	614
Mechanics and Repairers	546	572	528
Architecture	794	336	352
Engineering Technologies	259	214	191
Construction Trades	158	157	140
Transporation & Material Moving	56	37	38
TOTALS	**3,896**	**4,052**	**3,718**

- With the exception of architecture, the rank order of fields having nontraditional enrollments have remained the same.
- During the three year period, with the exception of industrial arts, all fields have had declining enrollment numbers.

FEMALE RATES IN PROGRAMS

(Rate of enrollment examines the percentage of the program enrollment which females comprise.)



Note. Arch=Architecture (such as architecture, city and regional planning, environmental design, etc.). EngTech=Engineering Technologies (such as civil technology, industrial production technology, etc.). IndArts=Industrial Arts (such as energy/power and transportation, and electricity/electronics). ContrTr=Construction Trades (such as carpentry, plumbing, electrician). Mech&Rep=Mechanics and Repairers (such as automotive mechanics, small engine repair). PrecProd=Precision Production (such as welding, millwork and cabinet making, machine tool operation, upholstering, etc.). Trans&MatM=Transportation and Material Moving (such as truck and bus driving, construction equipment operation, material handling, etc.).

ENROLLMENT SUMMARY: 1993-94

Code Field Titles	Secondary Systems Total (%NonT)	Technical Institutes Total (%NonT)	Higher Education Total (%NonT)	Totals Total (%NonT)
Totals	**133,381 (29.8)**	**23,255 (15.4)**	**2371 (29.6)**	**158,977 (27.7)**
A. Agriculture	**15425 (18.7)**	**191 (55.5)**	**—— (——)**	**15616 (19.2)**
1. Agribusiness and Agric Products	9270 (18.9)	44 (20.5)	—— (——)	9314 (18.9)
2. Agriculture Sciences	5998 (18.6)	122 (79.5)	—— (——)	6120 (19.8)
3. Renewable Natural Resources	157 (14.7)	25 (0.0)	—— (——)	182 (12.6)
B. Industry	**21560 (12.7)**	**9848 (9.3)**	**378 (14.6)**	**31786 (11.7)**
4. Architecture and Environmental Design	622 (56.6)	—— (——)	—— (——)	622 (56.6)
15. Engineering Technologies	40 (85.0)	725 (21.7)	—— (——)	765 (25.0)
21. Industrial Arts	15429 (11.9)	—— (——)	88 (25.0)	15517 (12.0)
46. Construction Trades	945 (7.8)	814 (8.1)	—— (——)	1759 (8.0)
47. Mechanics and Repairers	2208 (7.0)	4984 (7.5)	—— (——)	7192 (7.3)
48. Precision Production	2231 (13.1)	2578 (11.2)	290 (11.4)	5099 (12.0)
49. Transportation and Material Moving	85 (9.4)	747 (4.0)	—— (——)	832 (4.6)
C. Business	**54864 (37.6)**	**5567 (11.1)**	**362 (19.3)**	**60793 (35.0)**
7. Business and Administrative Support	54452 (37.2)	5431 (10.5)	323 (15.5)	60206 (34.7)
11. Computer and Information Sciences	412 (84.0)	136 (32.4)	39 (51.3)	587 (69.9)
D. Home Economics	**35621 (30.3)**	**1157 (41.7)**	**—— (——)**	**36778 (30.6)**
12. Consumer/Personal/Miscellaneous	452 (31.2)	409 (40.3)	—— (——)	861 (35.5)
20. Vocational Home Economes	35169 (30.2)	748 (42.4)	—— (——)	35917 (30.5)
E. Health	**1913 (19.8)**	**4985 (14.9)**	**988 (37.7)**	**7886 (18.9)**
17. Allied Health	1913 (19.8)	4985 (14.9)	7886 (18.9)	7886 (18.9)
F. Marketing	**3993 (59.0)**	**238 (73.1)**	**—— (——)**	**4231 (59.8)**
6. Business and Management	99 (60.6)	108 (89.8)	—— (——)	207 (75.9)
8. Marketing and Distribution	2883 (58.2)	59 (76.3)	—— (——)	2942 (58.5)
9. Communications, General	83 (47.0)	—— (——)	—— (——)	83 (47.0)
10. Communication Technologies	652 (71.3)	29 (24.1)	—— (——)	681 (69.3)
31. Parks and Recreation	11 (27.3)	—— (——)	—— (——)	11 (27.3)
50. Visual and Performing Arts	265 (42.6)	42 (59.5)	—— (——)	307 (45.0)
G. Public and Protective Services	**—— (——)**	**—— (——)**	**643 (25.4)**	**643 (31.7)**
42. Law	—— (——)	—— (——)	111 (36.9)	111 (36.9)
43. Protective Services	—— (——)	—— (——)	532 (30.6)	532 (30.6)
H. Other	**5 (0.4)**	**1239 (43.3)**	**—— (——)**	**1244 (43.2)**
27. Mathematics	1 (0.0)	—— (——)	—— (——)	1 (0.00)
32. Basic Skills	—— (——)	1239 (43.3)	—— (——)	1239 (43.3)
40. Physical Sciences	1 (0.0)	—— (——)	—— (——)	1 (0.0)
41. Science Technologies	1 (0.0)	—— (——)	—— (——)	1 (0.0)
Missing	2 (100.0)	—— (——)	—— (——)	2 (100.0)

Note: NonT = Non-Traditional Students. Code refers to classification index program numbers, which designate field titles. Since the Marketing and Other categories are either gender integrated (having no gender with less than 25% enrollment) or are not analyzed by gender, enrollment rates of their programs are of females.

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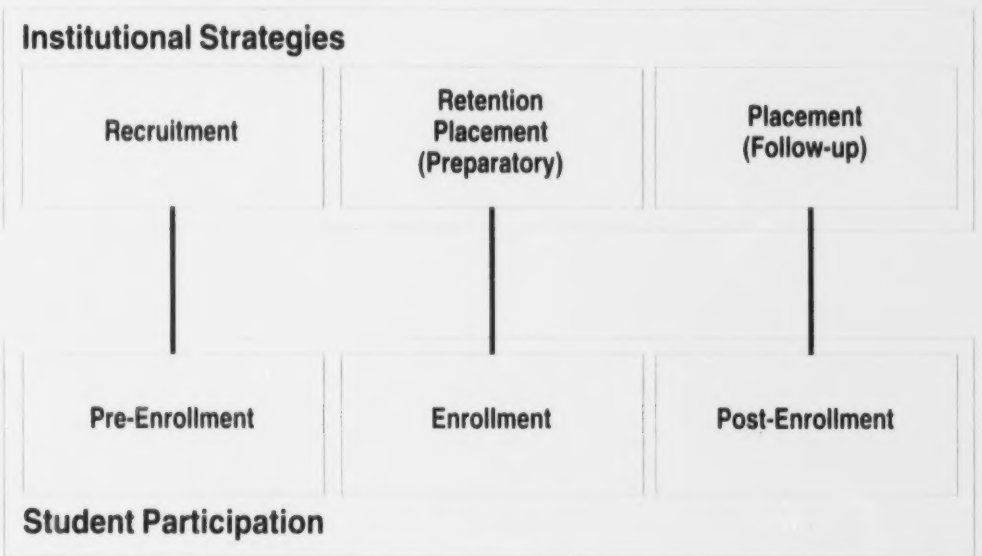
INSTITUTIONAL STRATEGIES AND BARRIERS
to Increased Participation of Nontraditional Students

Interactions between students and educational institutions influence student participation (Tinto, 1987). These interactions may serve to support or discourage student participation. Special populations have greater need for institutional support than do traditional students (National Center for Research in Vocational Education, 1992). Additionally, by being nontraditional, these students may experience difficulties, or barriers, beyond those of traditional students in an institution.

Institutional strategies and barriers related to student participation, in this context, may be clustered into pre, post, and enrollment periods.



- Recruitment strategies aim to attract and facilitate student enrollment into the institution.
- Retention strategies aim to maintain student enrollment through program completion.
- Placement strategies aim to prepare students for job attainment and long-term success.

Goodwin, D. (1989). Postsecondary vocational education: National assessment of vocational education final report. Washington, DC: National Assessment of Vocational Education.

National Center for Research in Vocational Education (1992). Technical assistance for special populations. Berkeley: University of California.

Tinto, V. (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: University of Chicago Press.

Recruitment of Nontraditional Students

Institutional Strategies to Attract and Enroll Students

Strategies	Percent of Institutions	Mean Number of Efforts
In service meetings with personnel from feeder schools to plan methods for attracting students into nontraditional vocational programs.	78.6%	5.3 meetings
Admisson services (assistance in completion of admission and financial aid forms, suggestions for transportation and childcare, etc.)	76.2%	57.0% of students assisted
Co-operative arrangements with off-campus funding and other support groups to facilitate non-traditional student enrollment.	76.2%	8.6 arrangements
Pre-scheduled, advertised informational meetings for prospective students.	71.4%	12.3 meetings
Written letters, guidelines, etc. directed to personnel from feeder schools to shape non-stereotyping behaviors in the classroom and to guide students' vocational decisions.	71.4%	4.9 releases
Public press releases specifically planned to attract nontraditional students.	69.0%	4.5 releases
Involvement of non-traditional students in planning/conduction of recruitment strategies.	61.9%	1.8 events

Retention of Nontraditional Students

Institutional Strategies to Retain Students through Program Completion

Strategies	Percent of Institutions	Mean Number of Efforts
Faculty making special efforts to foster positive attitudes toward nontraditional students.	95.2%	77.9% of faculty
Evaluation of school materials and activities for sex bias and stereotype.	93.0%	73.7% of materials
Instructional materials evaluated to identify sex bias and stereotype.	83.3%	57.7% of materials
Evaluation of school materials and activities for attractive features for nontraditional students.	78.6%	53.0% of materials
Meetings with special groups directed toward the promotion of sex equity in retention.	78.6%	11.3 meetings
Having courses with supplementary information/activities for those having background deficiencies.	73.8%	53.1% of courses
Different releases of written letters, guidelines, etc. announcements that promote positive attitudes toward nontraditional students.	69.0%	11.3 releases
In service meetings with counselors and/or teachers within the institution that address sex equity in programs.	50.0%	1.7 meetings
Events having nontraditional gender speakers for purposes of retention and serving as role models.	45.2%	1.7 events
Having faculty who are nontraditional.	59%	7.4% of faculty

Job Placement of Nontraditional Students

Institutional Strategies to Promote Student Job Attainment and Success

Strategies	Percent of Institutions Using this Strategy	Percent of Students Using this Service
Preparing a resume	88.1%	80.0%
Planning for good work traits	85.7%	86.2%
Practicing job interviewing skills	83.3%	85.5%
Informing students about job agencies	83.3%	85.0%
Identifying prospective employers	83.3%	80.8%
Hearing speakers from business/industry	83.3%	72.0%
Learning about employers	81.0%	80.6%
Job placement coordination	69.0%	79.8%
Employer contacts to identify former student needs	69.0%	81.2%
Hearing successful former graduates	60.0%	72.1%
Planning job adjustment strategies	59.5%	89.2%
Student assistance after placement	54.8%	62.1%
Planning job advancement strategies	52.4%	33.0%
Advertising completers to employers	50.0%	86.7%
Preparing a homelife/work schedule	50.0%	61.2%
Participating in internships/practices	47.6%	37.3%
Planning for transportation, day care, etc.	40.5%	67.8%
Hearing members of advocacy groups	19.0%	70.6%

SPECIAL PROJECTS AND ACTIVITIES

Funds through Sections 221 and 222 of the Carl D. Perkins Vocational and Technology Education Act Amendments of 1990 were designated by law for competitive grants to institutions.

- Section 221 funds aimed toward the increased participation of single parents, displaced homemakers, and single pregnant women. Projects in this category are often given an abbreviated name, *Single Parent* Projects.
- Section 222 funds aimed to eliminate sex bias.

The Louisiana State Plan's referendum for proposals included the following description and purposes for the types of projects implemented in Louisiana and reported in this document:

Section 221 Projects

Project CHANGE - Changing Aspirations Toward Newer, Gender Expectations
To initiate innovative strategies and approaches to providing single parent, displaced homemakers, and single pregnant women with marketable skills through vocational training programs leading to high wage occupations.

Project CBO - Creating a Balanced Outlook

To provide funds to community-based organizations for assisting single parents, displaced homemakers and single pregnant women in obtaining employment into vocational job preparatory training programs leading to high-wage occupations.

Project IMPROVE - Initiating Model Programs for Recruitment into Occupational Vocational Education

To provide life skills training and financial support services to single parents, displaced homemakers and single pregnant women interested in pursuing training in a vocational job-preparatory program.

Establishing On-Site Child Care

To furnish an on-site child care facility at a technical institute, local education agency, or institution of higher education that will serve single parents, displaced homemakers and single pregnant women who are in high-wage job preparatory programs.

Leadership Development for Single Parent, Displaced Homemaker, Single Pregnant Women Programs

To enhance the capacity of local educational institutions and community based organizations to assist single parents or homemakers to obtain marketable skills and viable employment.

Mini Grants for Single Parent, Displaced Homemaker and Single Pregnant Women Programs.
To create innovative strategies for promoting and encouraging participation of single parents, displaced homemakers and single pregnant women in high wage vocational training programs.

Section 222 Projects

Project PACE - Promoting Access into Career Exploration

To provide vocational programs, services and activities designed to eliminate sex bias and sex-role stereotyping in vocational education.

Assessment and Evaluation of Sex Equity Programs and Leadership Development for Sex Equity in Education

To develop models for third-party evaluations of all sex equity programs funded under Section 222 of the Perkins Act, and to conduct those evaluations; to assist educational institutions in fulfilling the purposes of the Act as it relates to sex equity.

Special Initiatives in Equity
To provide vocational programs, services and activities designed to eliminate sex bias and sex-role stereotyping in vocational education.

Other State Activities

The Louisiana Office of Vocational Education implemented other programs related to the goals of Sections 221 and 222 of the Act, such as the following:

- Maintained a Sex Equity Office for administration of funds and activities, to implement other federal requirements for the office, and to promote equity in policy and actions of the Department.
- Provided numerous professional development programs (along with leadership projects):
  - regional workshops for counselors,
  - a beginning-of-the-year information meeting for projects,
  - three state conferences for project and other personnel: on gender equity issues, critical thinking, and single-parent project issues,
  - educational programs in cooperation with the Office of Women Services and other groups.
- Directed a state council on gender equity, formed by the Superintendent of Education.
- Provided leadership to projects with statewide activities: implementing a triannual newsletter on gender equity in vocational education, a lending library of resources on gender equity, assessment of project achievements, research and reporting Louisiana data on gender equity in education and employment and emerging occupations for women, and on-site workshops on gender equity issues.

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Institutions with Section 221 Projects

Acadian Technical Institute
Alexandria Regional Technical Institute
Ascension Technical Institute
Avoyelles Technical Institute
Bastrop Technical Institute
Baton Rouge Regional Technical Institute
Bossier Parish Community College
Caddo Parish Secondary System
Calcasieu Parish Secondary School System
Charles Coreil Technical Institute
Delgado Community College
Delta-Ouachita Technical Institute
Elaine Nunez Commmunity College
Evangeline Parish Secondary System
Evangeline Technical Institute
Florida Parishes Technical Institute
Hammond Area Technical Institute
Huey P. Long Technical Institute
Iberia Parish Secondary System
Jefferson Davis Technical Institute
Jefferson Technical Institute
Jumonville Memorial Technical Institute
Lafayette Parish Secondary System
Lafayette Regional Technical Institute
Lamar Salter Technical Institute
Louisiana State University - Alexandria
Louisiana State University - Eunice
Louisiana Technical University
McNeese State University
Monroe City School System
Natchitoches Technical Institute
New Orleans Regional Technical Institute
Nicholls State University
North Central Technical Institute
Northeast Technical Institute
Northwestern State University
Oakdale Technical Institute
Ouachita Parish Secondary System
Rapides Parish Secondary System
Ruston Technical Institute
Shelby Jackson Technical Institute
Sidney Collier Technical Institute
South Louisiana Technical Institute
Southeastern Louisiana University
Sowela Technical Institute
Sullivan Technical Institute
T.H. Harris Technical Institute
Tallulah Technical Institute
Teche Area Technical Institute
Thibodeaux Technical Institute
University of Southwestern Louisiana
Vermilion Parish Seconday System
W. Baton Rouge Parish Secondary System
W. Jefferson Technical Institute
Westside Technical Institute
Young Memorial Technical Institute

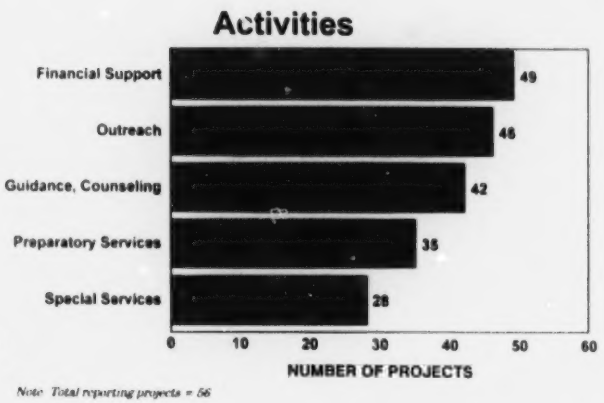
Institutions with Section 222 Projects

Alexandria Technical Institute
Ascension Parish Secondary System
Avoyelles Parish Secondary System
Avoyelles Technical Institute
Baton Rouge Regional Technical Institute
Caddo Parish Secondary System
Delgado Comunity College
Evangeline Technical Institute
Florida Parishes Technical Institute
Grant Parish Secondary System
Jumonville-Memorial Technical Institute
Lafayette Parish Secondary System
Lafayette Regional Technical Institute
Lamar Salter Technical Institute
Louisiana State University - Eunice
McNeese State University
Monroe City Schools
Natchitoches Technical Institute
Northwest Technical Institute
Ouachita Parish Secondary System
Rapides Parish Secondary System
Shelby Jackson Memorial Technical Institute
Sidney Collier Technical Institute
Slidell Technical Institute
South Louisiana Technical Institute
T.H. Harris Technical Institute
Tallulah Technical Institute
Teche Area Technical Institute
University of Southwestern Louisiana
Vernon Parish Secondary System
Young Memorial Technical Institute

PROJECTS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN

Achievements

In this category, 62 competitively funded projects implemented activities to support these special groups. Of the projects, 56 projects responded to the survey--54 of 58 institutionally based projects and 2 of 4 community based projects. The following activities were reported by the projects.



Note: Total reporting projects = 56

Student Financial Support Services were reported by 49 projects, with a total expenditure of $679,628.65 reported for this area, with a breakdown as follows.

Tuition - A total of 37 projects reported tuition payments for a total of 1103 recipients and expenditures of $202,370 in this category. The state average tuition payment was $183.47.

Books and Materials - As reported by 38 projects, 1353 students were served in this category at an average of $133.42 per recipient and a total cost of $180,522.76.

Child Care - There were 963 students provided child care costs by 33 projects at a total state expenditure of $171,752.72 and an average of $178.35 per student.

Transportation - A total of 24 projects reported payments for transportation to 598 students at $123,983.15. The average paid per student was $207.33.

Other Expenses - One project reported other expenses to 22 students at a total cost of $1,000.

Outreach activities were reported by 46 projects. These included mass media publicity, community and school presentations, workshops, seminars, tours, etc.

Examples:
The project printed and disseminated several thousand brochures and letters of information to area businesses, industries, and high school graduates, including non-traditional sex equity material.
Informal outreach meetings were conducted with AFDC recipients off-campus through local social service agencies.
Promotional outreach items, such as bookcovers, pens for career days, etc. were purchased and disseminated.

Career Guidance, reported by 42 projects, consisted of services and purchases related to career planning, student/home adjustment, personal development, job preparation, etc.

Examples:
Vocational and academic assessments were made on all students.
Project students were assisted in the areas of career planning, financial aid, employment seeking skills and placement.
Personal development workshops targeted the specific needs of special populations, such as stress management, putting family and school life together, etc.

Preparatory Services, reported by 35 projects, were computer and literacy skills training as well as remediation activities for entry into programs.

Special Services, reported by 28 projects, consisted of offerings, such as tutoring and other forms of specialized assistance.

Examples:
Hearing-impaired students were offered the services of an interpreter.
A single-parent support group was organized and facilitated.
Special sessions on parenting and adult responsibilities were held.
Additional sessions were given in the area of math through the Developmental Studies department.

Barriers and Problems Most Frequently Experienced

Single Parent Projects noted several barriers that impeded the progress of students. Although many factors were cited, those most frequently mentioned were:

- **Financial Barriers (mentioned by 31 projects)**

  Students often experienced extreme financial need with both educational costs and family living expenses. Finance was cited as especially difficult in economically depressed areas. Also, some projects identified their insufficient funding to meet student financial needs.

- **Child Care (mentioned by 16 projects)**

  Problems in arranging day care were reported for students with infant children or more than two children. Class "A" day care facilities were not available in some areas. With cost reimbursement processes, some students found the *start-up* costs a barrier. Also, child care funds may not be available for the entire year.

- **Transportation (mentioned by 12 projects)**

  Several projects indicated that students experienced problems getting to and from project sites. Rural areas usually lack public transportation. Economically disadvantaged students often lack reliable sources of transportation from family and friends.

- **Academic Deficiencies of Students (mentioned by 9 projects)**

  Low educational levels sometimes exceeded that which remediation programs could overcome. This was particularly so when coupled with other factors.

- **Other notable problems** were low self-esteem (by 5 projects) on part of the students, lack of moral support from home (by 4 projects), hesitancy of students to enroll, adjusting to the "school" routine, difficulty in juggling home and school responsibilities, and the inability to aid students due to the high number of students and/or a late funding cycle.

Areas of Greatest Assistance

Projects targeted areas of student barriers and reported that they were able to help students with a number of these barriers. The projects had the most success in the following areas:

- **Financial Aid (mentioned by 28 projects)**

  Projects were able to alleviate some of the educational costs of students. Some projects cited the added advantage of quick start-up assistance in getting needy students enrolled.

- **Marketable Skills (mentioned by 7 projects)**

  Students were given "hands-on" experience with computers, given training in occupational areas, and prepared to take licensing exams. The projects were able to equip students with communication skills, work maturity and experiences beneficial to employment.

- **Self-Esteem (mentioned by 7 projects)**

  Counselors, seminars, and workshops were provided for students to help them recognize their self- worth. The skills that they learned in training programs also attributed to the development of self-esteem.

- **Other Areas**. The Single Parent Projects were also able to help students through academic support and tutoring and counseling and providing role models. Students also received hands-on training, motivation, and improved communication and interpersonal skills.

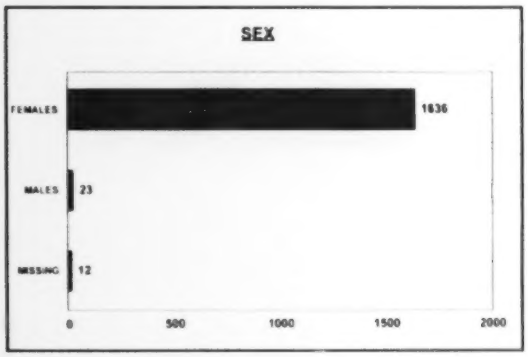
Profile of Students in Projects for Single Parents, Displaced Homemakers, and Single Pregnant Women

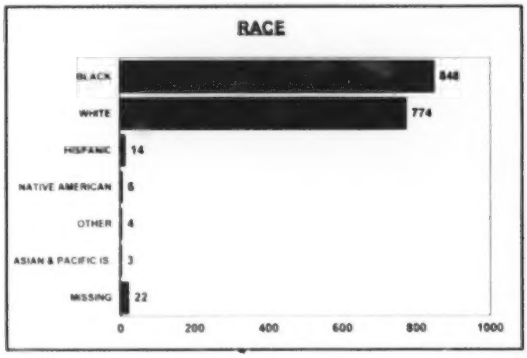
[By formal definition of the Perkins Act:

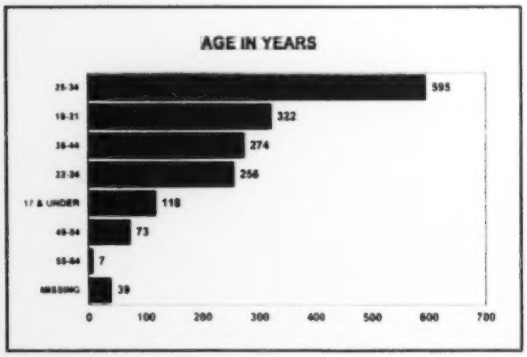
a single parent is an individual who is unmarried or legally separated from a spouse; and has a minor child or children for which the parent has either custody or joint custody; or is pregnant.

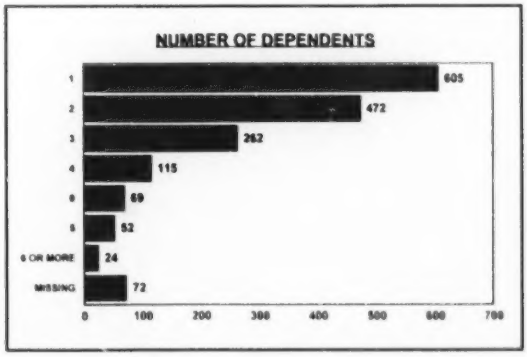
a displaced homemaker is an individual who is an adult; and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or the income of a relative but is no longer supported by the income; is a parent whose youngest child has become ineligible to receive assistance under the program for Aid to Families with Dependent Children under Part A of Title IV of the Social Security Act within two years of the parent's application for assistance under this Act; is unemployed or underemployed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or is also a criminal offender.]

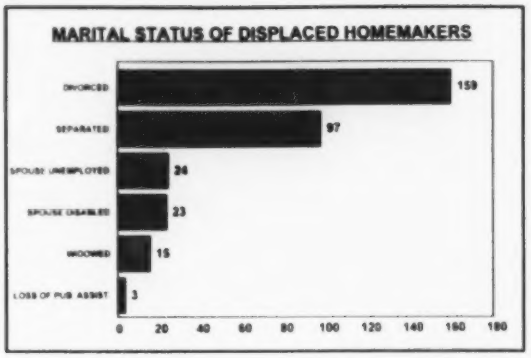
In 1993-94, Louisiana's Single Parent, Displaced Homemaker, and Single Pregnant Women Projects documented services for 1,671 students. This was an average of 30 students for the 56 responding projects of the state. The following charts show characteristics of reported students.

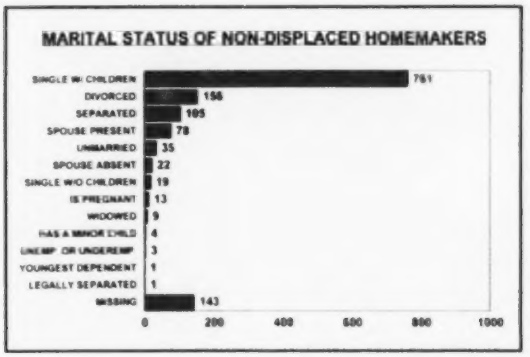


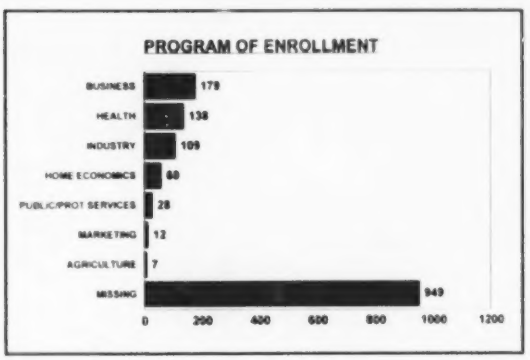


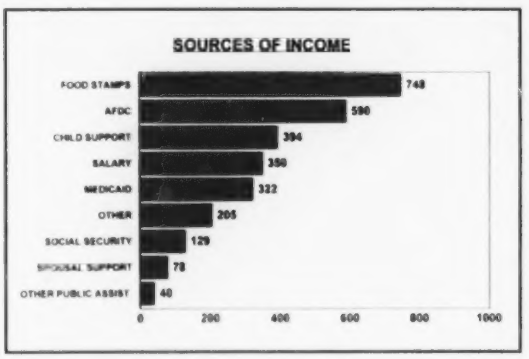


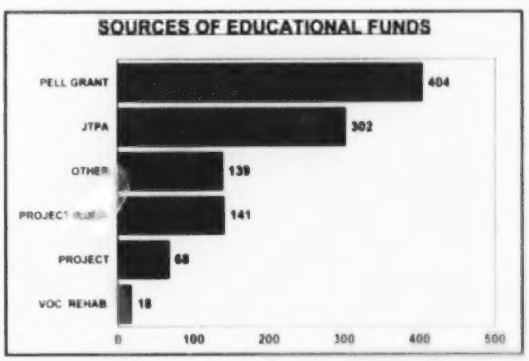


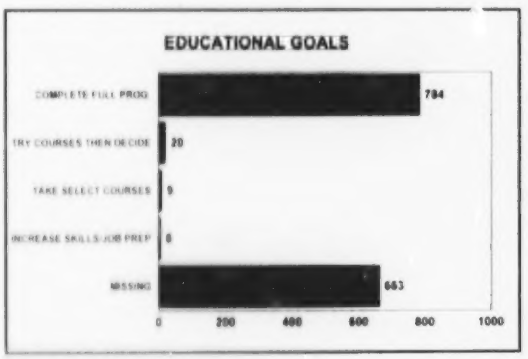


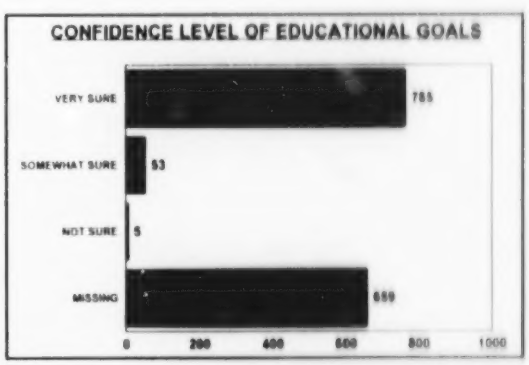












"I hope a career as a diesel mechanic will help me to get the things out of life that I want for both myself and my children. This field may be nontraditional, but it's what I like to do."

Cathy Davis
Young Memorial Technical Institute

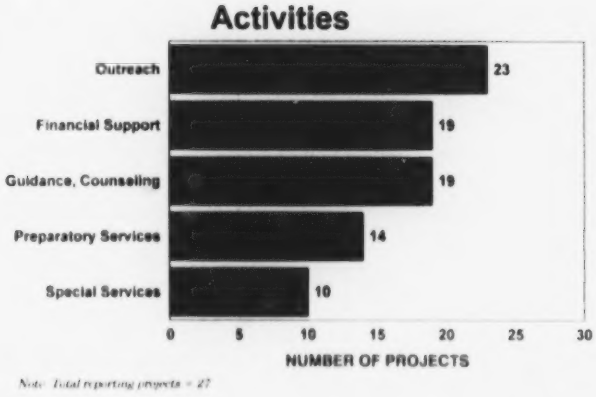
"In times of doubt and fear, I was always able to look down and realize that someone else (my daughter) was looking up to me to succeed."

Karen Robertson
Lafayette Regional Technical Institute

PROJECTS FOR SEX EQUITY

Achievements

In this category, 32 competitively funded projects implemented activities to support these special groups. Of the projects, 27 projects responded to the survey. The following activities were reported by the projects.



Note: Total reporting projects = 27

Outreach activities were reported by 23 projects. These included mass media publicity, community and school presentations, workshops, seminars, tours, etc.

Examples:
The project developed, printed, and disseminated copies of a brochure for Career Day Activities at high schools, community centers, churches, etc.

Student Financial Support Services were reported by 19 projects, with a total expenditure of $142,826.06 reported for this area, with a breakdown as follows.

Tuition - A total of 14 projects reported tuition payments for 312 recipients and total expenditures of $39,507.65 in this category. The state average tuition payment was $126.63.

Books and Materials - As reported by 14 projects, 417 students were served in this category at an average of $135.30 per recipient and a total cost of $56,419.57.

Child Care - There were 23 students provided child care costs by 5 projects at a total expenditure of $27,611.68 and an average of $1,200.51 per student.

Transportation - A total of 6 projects reported payments for transportation to 89 students at $16,971.26. The average paid per student was $190.69.

Other Expenses - Two projects reported other expenses to 60 students at a total cost of $2,315.90 and average of $38.60.

Career Guidance, reported by 19 projects, consisted of services and purchases related to career planning, student/home adjustment, personal development, job preparation, etc.

Examples:
The project developed a library of films and cassette tapes.
Information meetings with AFDC recipients were held through local service agencies.
The project conducted orientation for nontraditional students.

Preparatory Services, reported by 14 projects, were computer and literacy skills training, self-esteem building, remediation activities for entry into programs, self-esteem building, job preparation workshops, etc.

Examples:
Two one-week computer camps were provided.
The project offered prevocational training, remediation in math/reading/language.
A half-day workshop for ninth grade girls focused on nontraditional careers in science.

Special Services, reported by 10 projects, consisted of offerings, such as tutoring and other forms of specialized assistance.

Barriers and Problems Most Frequently Experienced

Sex Equity Projects identified several barriers that impeded the progress of students. Although many factors were cited, those most frequently mentioned were:

- **Financial Barriers (mentioned by 9 projects)**
  Students needed help paying for transportation, child care, tuition, books, as well as the expenses associated with daily living. Heads of households, particularly, had difficulty meeting training costs.
- **Lack of Support (mentioned by 4 projects)**
  A low level of home support and encouragement impeded student progress. This factor coupled with an overall poor home environment posed a special barrier.
- **Academic Deficiencies (mentioned by 4 projects)**
  Weak educational backgrounds (both in basic skills and in areas related to program skills), such as low keyboarding skills, and weak study/organizational skills for succeeding both in the program and in the job market were cited by schools as academic barriers.
- **Transportation (mentioned by 4 projects)**
  Several projects indicated that students experienced problems getting to and from project sites. Rural areas usually lack public transportation. Economically disadvantaged students often lack reliable sources of transportation from family and friends.
- Other notable problems experienced were lack of day care for students, insufficient information about non-traditional jobs and hiring, lack of employment opportunities, a low level of home support, and interpersonal problems.

Also, female students in nontraditional areas had gender-related problems. Some feared not being hired on program completion. Some had difficulty getting started in industry related areas, following through on the area of interest. Lack of confidence in areas of mathematics and sciences posed problems. Additionally, females experienced difficulty adjusting to the classroom atmosphere and to recognizing that women can excel in areas of industry. Administrative positions usually being filled by males was also cited as a barrier.

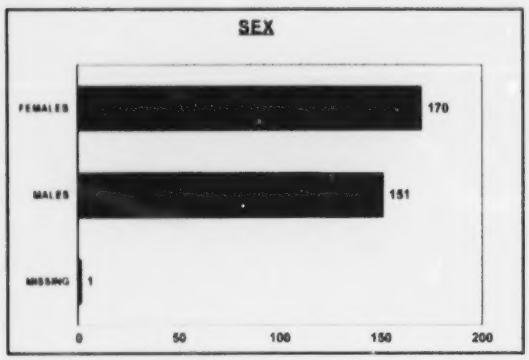
Areas of Greatest Assistance

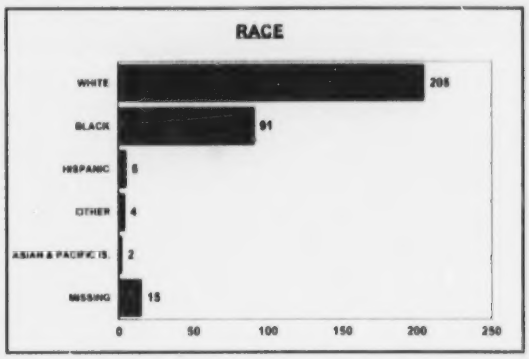
Sex Equity Projects reported that they were able to help students with a number of these barriers. The projects had the most success in the following areas:

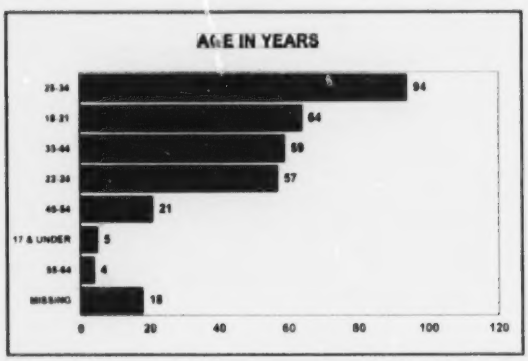
- **Financial Aid (mentioned by 15 projects)**
  Projects were able to alleviate some of the educational costs of students. Some projects cited the added advantage of quick start-up assistance in getting needy students enrolled. (This was especially motivating for students having difficulty following through with the decision to enroll.)
- **Career Information (mentioned by 8 projects)**
  Sex Equity Projects were able to provide students with general information about non-traditional occupations and specific information on related training programs. Particularly, information about nontraditional careers was useful to students.
- Sex Equity Projects were able to help students through support services and personal counseling. Students were also given non-traditional job training, help in finding employment, and administrative skills, among other marketable skills.

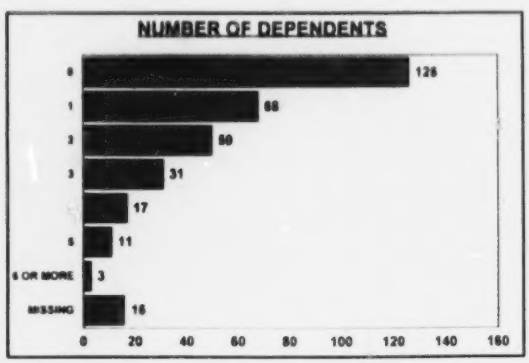
Profile of Students in Programs for Sex Equity

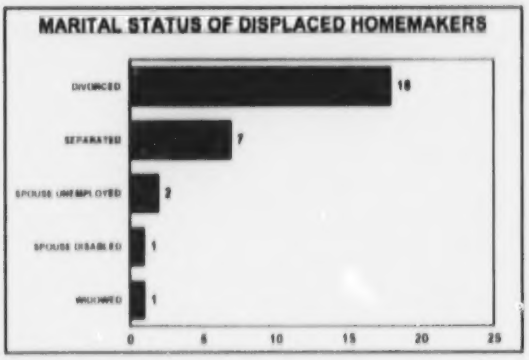
In 1993-94, Louisiana's Sex Equity Projects documented services to 322 students. This was an average of 12 students for the 27 responding projects of the state. The following charts show characteristics of reported students.

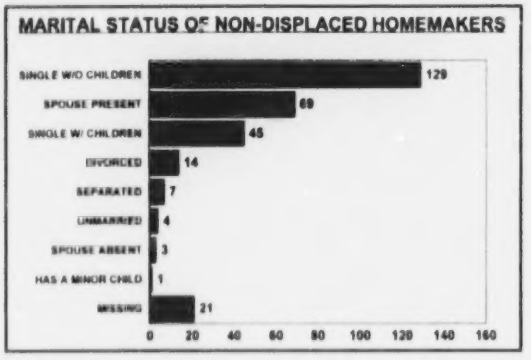


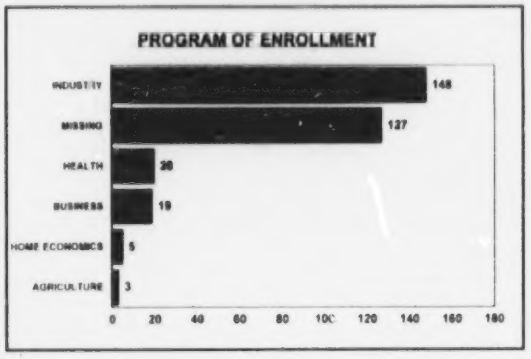


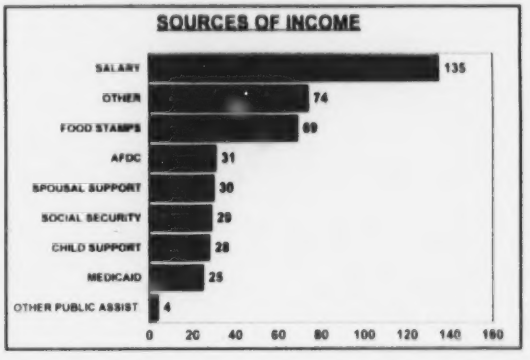


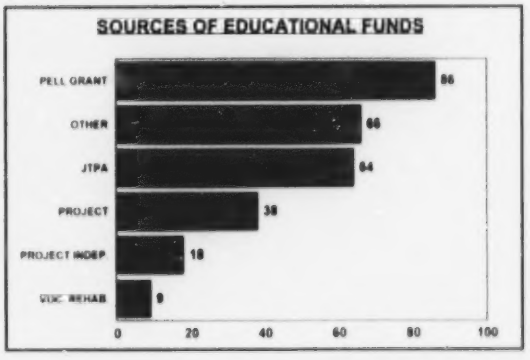


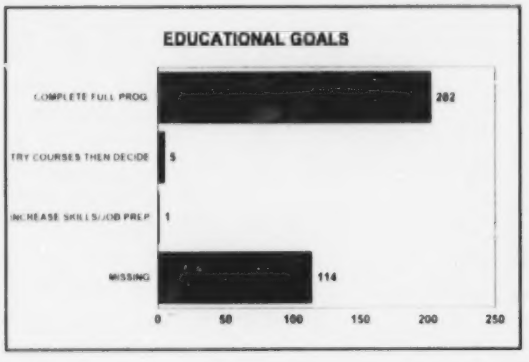


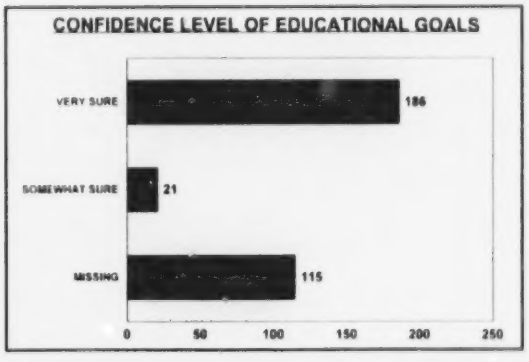












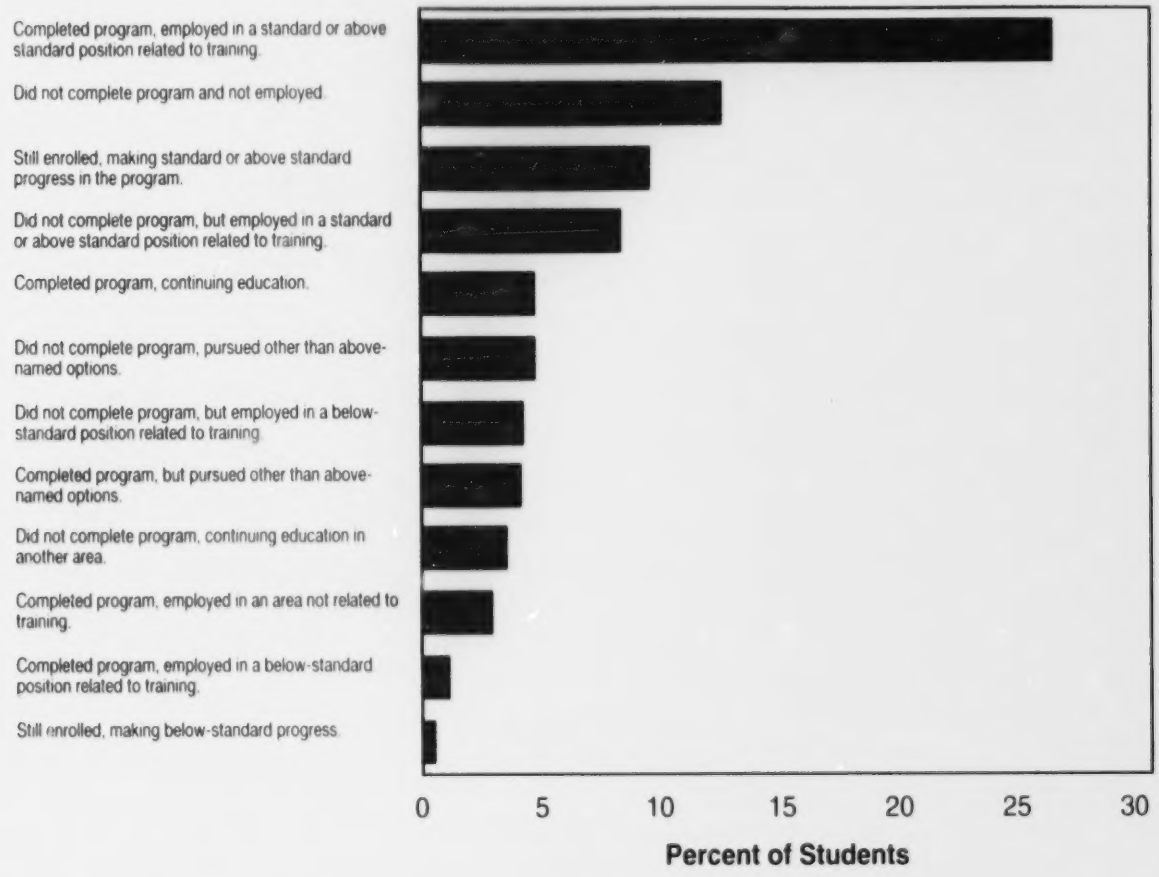
"(In the past) I looked and paid more attention to the more 'traditional' type careers, mainly because nursing was not considered then a 'normal' career for a man."

Alexander William Scott
Natchitoches Technical Institute Nursing Program

Outcomes of Project Students in 1991-92

Institutions funded in 1991-92 provided information to identify outcomes of student participation. Of the 1,506 students reported as served during 1991-92, known outcomes were reported for 876 or 58.1% of project students submitted for that year.

The largest group was 282 or 18.7%, comprised of those who completed programs and were employed in standard or above-standard positions related to training. The second largest was 138 (9.2%), students who did not complete the program and were not employed. Third were the 103 or 6.8%, students who were still enrolled, making standard or above-standard progress in the program. Other outcomes were reported as follows.


Completed program, employed in a standard or above standard position related to training.
Did not complete program and not employed.
Still enrolled, making standard or above standard progress in the program.
Did not complete program, but employed in a standard or above standard position related to training.
Completed program, continuing education.
Did not complete program, pursued other than above-named options.
Did not complete program, but employed in a below-standard position related to training.
Completed program, but pursued other than above-named options.
Did not complete program, continuing education in another area.
Completed program, employed in an area not related to training.
Completed program, employed in a below-standard position related to training.
Still enrolled, making below-standard progress.
0
5
10
15
20
25
30
Percent of Students

Wages were reported for 157 or 10.4% of all project students for that year. Of these,

- 59 (37.6%) earned under $5.00 per hour,
- 23 (14.5%), from $7.00 to 7.99 per hour,
- 22 (14.0%), from $5.00 to 5.99 per hour,
- 19 (12.1%), from $5.00 to 5.99 per hour,
- 18 (11.3%), from $6.00 to 6.99 per hour,
- 13 (8.3%), from $9.00 to 9.99 per hour,
- 2 (1.3%), from $10.00 to 10.99 per hour, and
- 1 (.6%), from $14.00 to 14.99 per hour.

Areas of employment were identified for 96 students. The medical field (nursing and related) employed nearly half (47) of all those reported.

Note. In this context, standard progress is defined as the average in time and quality of performance at the particular institution. Standard position is defined as the average in pay and desirability of environment for completers at the particular institution. Percentages were computed with the total based on the total for whom outcomes were reported.

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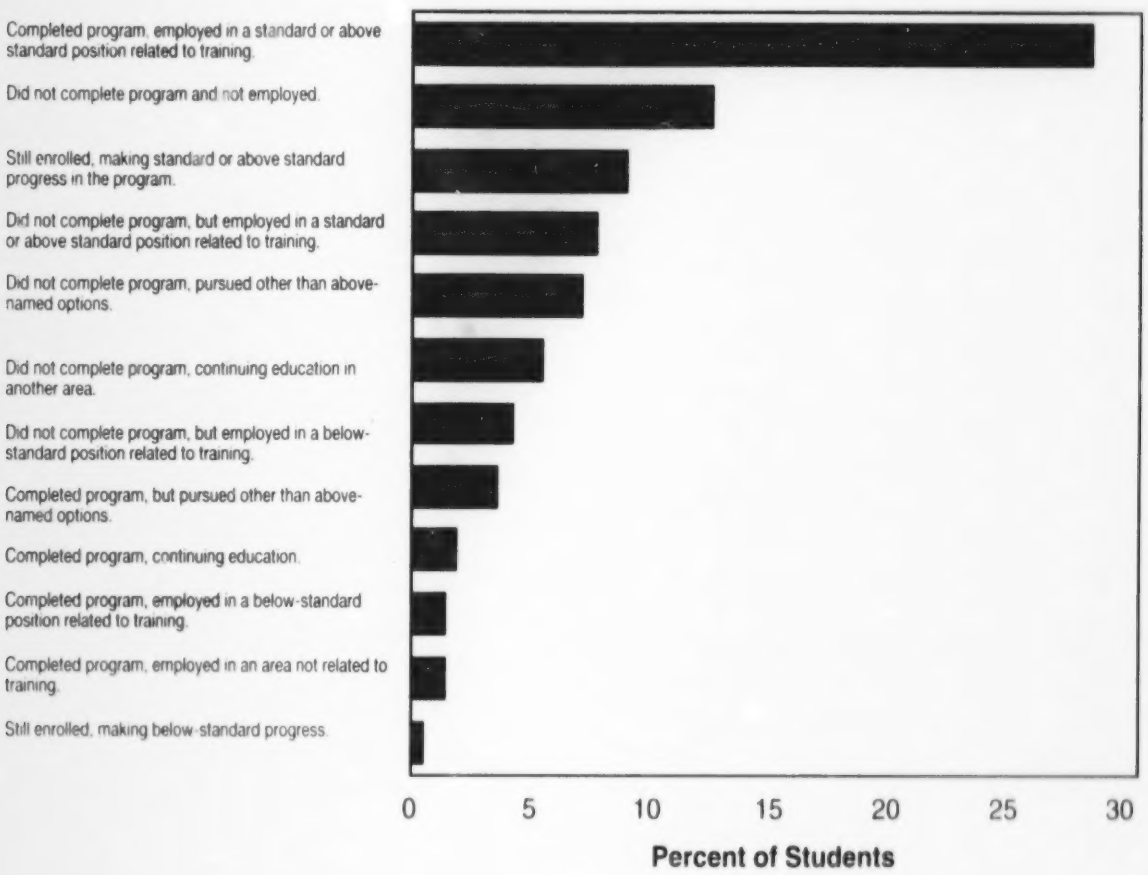
Outcomes of Project Students in 1992-93

Institutions funded in 1992-93 provided information to identify outcomes of student participation. Of the 1,795 students reported as served during 1992-93, known outcomes were reported for 1,085 or 60.4% of project students submitted for that year.

Those who completed the program and were employed in standard or above standard positions comprised the largest group (381, 21.2% of all project students). The second largest group (165, 9.2%) did not complete the program and were not employed. This group was followed by those still enrolled, making standard or above standard progress (114, 6.4%). Other outcomes were reported as follows.


Completed program, employed in a standard or above standard position related to training.
Did not complete program and not employed.
Still enrolled, making standard or above standard progress in the program.
Did not complete program, but employed in a standard or above standard position related to training.
Did not complete program, pursued other than above-named options.
Did not complete program, continuing education in another area.
Did not complete program, but employed in a below-standard position related to training.
Completed program, but pursued other than above-named options.
Completed program, continuing education.
Completed program, employed in a below-standard position related to training.
Completed program, employed in an area not related to training.
Still enrolled, making below-standard progress.
0
5
10
15
20
25
30
Percent of Students

Wages were reported for 38 of the project students for that year. Of these,

- 11 or 28.9% earned from $8.00 to 8.99 per hour,
- 8 (21.1%), from $9.00 to 9.99 per hour,
- 7 (18.4%), from $6.00 to 6.99 per hour,
- 7 (18.4%), from $7.00 to 7.99 per hour,
- 4 (10.5%), from $5.00 to 5.99 per hour, and
- 1 with a wage below $5.00 per hour.

Areas of employment were reported for 55 students. Of these, 32 were hired in the health field, mostly as licensed practical nurses or assistants. Noteworthy are that two became self-employed.

Note. In this context, standard progress is defined as the average in time and quality of performance at the particular institution. Standard position is defined as the average in pay and desirability of environment for completers at the particular institution. Percentages are computed with the total based on the number of students for whom schools made responses.

SUMMARY AND CONCLUSIONS

In 1993-94, Louisiana achievements toward sex equity continued the state's momentum in vocationally preparing men and women for its changing workplace. Increases in gender equity were seen in most areas targeted by state programs. The state achieved particular success in recruiting and preparing males for occupations traditionally dominated by females and in implementation of special projects. Carl D. Perkins Applied Vocational and Technology Education Act, Sections 221 and 222 funded projects claimed many successes in the recruiting/training and job placement of the populations of interest. Among state achievements in these and other areas were:

- Rates of students in vocational programs not traditional for their gender increased by approximately 3% over the previous academic years. Males in business (office) and health programs continued to comprise over 80% of nontraditional enrollment. Secondary systems, the setting with the greatest vocational enrollment, claimed over 90% of nontraditional enrollments.
- Institutions continued to use diverse strategies in recruitment, retention, and placement of students. Although the rank order of employed strategies changed slightly, no outstanding changes were evident.
- The state continued to award numerous competitive grants (under Section 221, 222 of the Perkins Act) to institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women.
- Section 221, 222 projects reported assistance to 1,993 students. Most students received some form of student financial support and other services from projects.
- Activity descriptions of projects showed increases, as compared to previous years, in the use of comprehensive approaches for students' access to and matriculation in programs, and job placement upon leaving.
- Projects showed increases in tracking of students, upon their leaving; however, this area continues to be a weak aspect of programs. Outcomes are reported for approximately 60% of former-year students, and lower levels with reported wages or employment information.
- Approximately half (49.97%) of those with outcomes were completers of their programs and about one-third (33.8%) were completers with standard-or-above standard positions in their fields.
- Aggregating outcomes by employment status showed 52.2% of project students employed. Some, however, were employed in below standard positions or areas other than those of training. The medical field, mostly in areas of nursing, was the most often reported area of employment.
- Projects for state leadership and evaluation implemented numerous activities to promote gender equity: numerous regional and local workshops, a state conference, publication and dissemination of literature for use by various groups, printing of a newsletter, lending of video and other materials and research on various topics to monitor the state's progress toward gender equity in Louisiana.
- The Louisiana Council for the Education and Employment of Women and Girls conducted a survey of sexual harassment policies in public school systems, conducted a workshop on nontraditional careers at a state conference, and held a meeting with academic deans to include equity issues in teacher education curricula.
- The Sex Equity Office administered Section 221 and 222 projects, and, additionally, participated in numerous other activities to facilitate the state's progress toward gender equity.

Projects Making a Difference for Gender Equity

Selected excerpts from Project reports on "problems with which the project was best able to help":

Most of our students experience an improvement in self-image, need to be ... courses, full and the desire to improve skills ... the use of computers.

Ouachita Parish School System

Providing tuition and book payments along with referral to various community organizations for supportive services assists the students greatly in entering and remaining in school.

Sowela Regional Technical Institute

This project most helped with: Counseling, career guidance, job readiness, tutoring, G.E.D. preparation, referrals, child care, and transportation.

National Council of Negro Women (CBO)

The overall project is totally beneficial to helping the students gain confidence in their abilities and independence in their lives. Also child care and transportation reimbursements help tremendously to relieve emotional stress and responsibility to enable them to learn and grow.

Nicholls State University

This project Provided Awareness of training programs available to both genders, feature role models for gender equity and non-traditional areas of training which provided motivation for others to enroll in non-traditional areas.

Tallulah Technical Institute

Day care is the number one problem facing schoolage parents. This program is able to help in that area.

Iberia Parish School System

Provision of child care for those students enrolled in vocational courses alleviated the problem of having to miss school to care for a child or trying to find someone to keep the child for free. A Parenting Experience Workshop gave students experience in providing proper care for their child; this gave them a feeling of confidence that they could handle certain problems that arise when caring for the child.

Caddo Parish School System

This project addresses the main barrier/problem of our Single Parent students, which is financial.

Baton Rouge Regional Technical Institute

The financial assistance received by the students was essential to college enrollment. Counseling and guidance helped students with self-esteem and job preparedness.

Southeastern Louisiana University

Alexandria Regional Technical Institute

Natchitoches Technical Institute